

# Childminder report

---

Inspection date: 5 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in the home of this kind and friendly childminder. They form warm relationships with the childminder and their friends. This helps children to arrive happily and settle in with ease. Children display very high levels of confidence. They are extremely welcoming and are eager to talk to new people. This shows that children feel safe and secure in the setting.

Children are continuously busy during their day and maintain a positive attitude towards their learning. The childminder plans and provides experiences that she knows the children will enjoy. They persist for long periods of time at activities. Children develop their small hand muscles by threading small beads onto pipe cleaners to make bracelets. The childminder helps them to put these on, which they wear proudly. Outdoors, children use different tools to dig through sand to find hidden treasure.

Children gain a variety of skills which promotes their independence. The childminder is keen to support them with toilet training. Children wash their hands independently and help to hand out water bottles to their friends. When coming in from the garden, children take off their own shoes. Older children recognise how to keep themselves and others safe by picking up shoes which have not been put in the correct place.

## **What does the early years setting do well and what does it need to do better?**

- The childminder has clear intentions for children's learning. She has designed a curriculum which focusses on children becoming ready for their eventual move to school. The childminder understands how to differentiate this to support the learning of younger children. As a result, all children are supported to make good progress in their learning and development.
- Children enjoy varied and challenging activities throughout the day. However, on occasion, the childminder intervenes too quickly and overcomes challenges for children without allowing them opportunities to try for themselves. Consequently, children's critical thinking and problem-solving skills are not extended as much as possible.
- The childminder is caring and attentive towards children. She encourages them to wear sun hats when playing in the garden, and frequently checks that children are not feeling too warm or too cold. The childminder is quick to attend to children who may need their nose-wiping and manages children's personal care routines well. This helps to support children's well-being.
- The childminder places a strong focus on supporting children's communication and language skills. She constantly talks to children and introduces new words. When children try to use new words, such as 'fantastic', she repeats these back

to them so that they learn the correct pronunciation. Children enjoy listening to stories. They enthusiastically shout out phrases from books they are familiar with. This supports all children, including those with English as an additional language, to become fluent communicators.

- Children behave consistently well. They play harmoniously together during activities and happily share resources. Children offer their friends opportunities to use a particular bike first, knowing that it is special to them. Older children understand the childminder's expectations for their behaviour and grow to be excellent role models to younger children.
- Children learn to take care of the world around them. They check on the tomatoes and strawberries they have been growing in the childminder's garden. When children find a snail, they are keen to ensure the snail is placed somewhere safe. Children excitedly help to take care of the childminder's tortoise. They know that he loves lettuce and strawberries, so they pick the strawberries they have grown to feed him.
- Parents are extremely complimentary about the childminder and provision she offers. They state that their children are happy attending and really enjoy the activities that take place. Parents receive a wealth of information about their child's day through a daily handover. However, the childminder does not yet consistently exchange information with parents about children's learning to help provide continuity between the setting and at home.
- The childminder demonstrates a sound understanding of her role and responsibilities. She reflects on her own practice and attends training to help improve this further. The childminder maintains all required documentation and records and ensures that these are made available upon request. This promotes the safe and efficient management of the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed an array of training to keep her knowledge of safeguarding issues up to date. She is able to identify a broad range of signs which could suggest a child is at risk of abuse or harm, and knows what action to take to report any concerns to other agencies. The childminder has a secure understanding of the procedures to follow if an allegation is made against herself or another adult, or if she becomes aware that another adult is no longer suitable to work with children. Risk assessment is used rigorously to ensure that the environment provided for children remains safe.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- explore ways to exchange information with parents about children's learning and

development to promote continuity in their learning at home

- extend opportunities for children to develop their critical thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY417741
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10298871
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	16 June 2021

## Information about this early years setting

The childminder registered in 2010 and lives in Bromsgrove, Worcestershire. The childminder operates Monday to Friday all year round, except for family holidays and bank holidays. Sessions are from 8am until 5.30pm. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Bennett

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector took account of parents and children's views of the setting.
- The inspector observed the quality of teaching and interactions indoors and outdoors to assess the impact of this on children's learning.
- The inspector held discussions with the childminder at appropriate times, and looked at relevant documentation and evidence of suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023